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ABSTRACT

The document is one of five summary reports, all part of a Pre-Technical Curriculum Planning Project for secondary students who aspire to technical employment or post secondary technical education. This report represents the results of an assessment of the northeast Florida area's technical occupations in public and social services. A three-phase approach was utilized: (1) the identification of three broad career clusters in social services, education, and police service; (2) development of a survey instrument; and (3) a review of data collected. The following occupations are analyzed according to tasks and corresponding skills/knowledges: rehabilitation technicians and administrators, social work assistants, family service occupations, child care specialists, teaching assistants, teachers, educational administrators, patrolmen, correctional officers, and police supervisors. Employment statistics and projections, conclusions and recommendations complete the document. (MW)

ED 098371

SUMMARY REPORT

# TECHNICAL EMPLOYMENT IN NORTHEAST FLORIDA

## PUBLIC AND SOCIAL SERVICES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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CE 002 460

DUVAL COUNTY SCHOOL BOARD
PRE-TECHNICAL CURRICULUM
PLANNING PROJECT - ESEA TITLE III
EDITED - AUGUST, 1972

## TABLE OF CONTENTS


| | PAGE |
|---|---|
| Acknowledgments | 3 |
| Introduction | 6 |
| Design and Procedures of the Study | 8 |
| Analysis of Response | 11 |
| Chapter 1 - Identification of Technical Occupations | 12 |
| Chapter 2 - Task Analysis by Technical Occupations | 17 |
| Chapter 3 - Task-Skills/Knowledges | 37 |
| I. Education and Social Services | 38 |
| II. Police Science | 89 |
| Chapter 4 - Number of Present and Anticipated Employees | 102 |
| Chapter 5 - Summary and Recommendations | 106 |

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# INTRODUCTION

In 1971, the Duval County School Board took a major step forward in providing relevant curriculum for students when they adopted the concept of a three-program curriculum for senior high schools. The three programs decided upon by the Board were:

1. Vocational
2. College Preparatory
3. Pre-Technical

The differences between this high school curriculum and most others were that:

> The pre-technical program filled the gap between the vocational and the professional level preparation.
>
> Each of the three programs was directly related to the student's post high school plans.

The traditional programs and curriculum had made available programs that would provide the skills and knowledges for pupils desiring to enter a vocation or college, but only a few technical and no pre-technical courses were offered.

This lack of a pre-technical curriculum was not a problem unique to Duval County Schools. Investigations by staff members of the Duval County School Board of existing programs at the local and state levels, followed by consultations with state and national experts in technological education, revealed that no planned program of pre-technical education at the secondary level existed in the state or in the nation. Only fragments of a pre-technical curriculum,

and a few high school technical programs, could be found. The failure of education on a national scale to respond to the needs of certain students, industries, and businesses emphasized the requirement for a carefully prepared pre-technical curriculum at the secondary level.

Education's failure to meet the need for technical and pre-technical education provided the impetus for this project. The project's ultimate goal is to develop a pre-technical curriculum which provides secondary students, who aspire to technical employment or post secondary technical education, with the requisite skills, knowledges, and attributes to respond successfully to current and anticipated demands of local, state, and national job markets.

Before any curriculum could be developed, an assessment had to be made of the kinds of technical occupations that presently exist in the Northeast Florida area plus the associated skills, knowledges, and attributes needed for these occupations. This summary report presents the results of that assessment.

The study was limited to the Northeast Florida area and to selected agencies because of time and personnel constraints. However, there is no reason why the procedures used in this study would not be applicable for a wider geographic region.

## DESIGN OF THE STUDY

This study was designed to meet the following objectives with respect to technical occupations in the public and social services in Northeast Florida:

1. To identify the existing technical occupations and the number of present and anticipated employees in each.
2. To determine the requisite skills, knowledges, and attributes associated with successful participation in each occupation identified in (1).
3. To cluster the technical occupations.

The scope of the study required a three-phase approach.

Phase I was the identification of three broad career clusters in the public and social services. These were determined to be:

1. Social Services
2. Education
3. Police Science

Special Area Advisory and Review Committees were established in each of the clusters. Each committee was composed of:

1. Area specialists from Florida Junior College and the Duval County School Board
2. Working technicians
3. Key representatives from the public and social service agencies in Duval County

The first function of each committee was to prepare a rough draft survey form of tasks performed in each cluster area. A tentative list of skills, knowledges, and attributes was also identified at this time. The project staff

was responsible for researching the literature and making resources available to assist the committee members in this endeavor. After preparing the survey instrument for each area, the committee members identified agencies in the Northeast Florida area which employed personnel in technical positions and then identified key individuals within those agencies. These key individuals were contacted by staff personnel and a job task survey instrument was completed for the technical occupations existing in the employing agency. At least one of the following methods was used to complete the survey instrument for each occupation:

1. Completed by technicians supervisor
2. Completed by technician
3. Completed by personnel office staff
4. Completed by project staff member from available job description information.

Phase II consisted of developing a written survey instrument which was mailed to agencies not contacted in Phase I. This survey was used to supplement the information obtained in Phase I and to identify the number of present and anticipated employees in each occupation. Agencies identified in Phase II were determined from the following sources:

1. Directory of Community Services
2. Community Planning Council Director of Child Care and Kindergarten Centers
3. Yellow pages of the telephone directory

4. Consolidated City of Jacksonville Records

An attempt was made to contact each agency where one or more workers were required to have public and social service competencies in job performance.

The primary method of determining the number of present and anticipated employees was a mailed questionnaire. This method was selected for the following reasons:

1. It allowed wider coverage and a larger number of contacts than a personal interview.
2. It was less expensive than a personal interview.
3. A mailed questionnaire allowed the agency representative to complete it at his leisure.

Follow-ups (personal visit or telephone) to the questionnaire were made by a project staff member in the following cases:

1. Agencies that did not return the questionnaire.
2. If the returned questionnaire indicated a new technical position existed in that agency.

In Phase III, members of the Special Area Advisory Committees met to review the data collected to date. Task forces composed of consultants and members of each area advisory committee met individually and in some cases jointly to expand and compile the lists of tasks and skills in each of the three areas. Based on these lists, a final review and modification was made by selected committee members. The results of that review are shown in Chapters 1-5 of this report.

## ANALYSIS OF RESPONSE

In the Social Service and Police cluster, 110 agencies were contacted in either Phase I or II. The table below shows the results of these surveys.

| | NUMBER | PERCENTAGE |
|---|---|---|
| Original Mail-Out | 94 | |
| Number Returned | 53 | 56% |
| Telephone Follow-Up | 41 | |
| Number Successful Responses from Telephone Follow-Up | 37 | 90% |
| Personal Visits | 16 | |
| Total Response | 106 | 96% |

In the Education cluster, 506 agencies were contacted in either Phase I or II. The table below shows the results of these surveys.

| | NUMBER | PERCENTAGE |
|---|---|---|
| Original Mail-Out | 506 | |
| Number Returned | 146 | 28% |
| Telephone Follow-Up | | |
| Number Successful Responses from Telephone Follow-Up | | |
| Personal Visits | 10 | |
| Total Response | 146 | 28% |

A supplementary report, not to be released publicly, gives the names of the agencies and their responses as part of the final project report.

## CHAPTER I

## Identification of Technical Occupations

## Public and Social Services

This chapter presents the listing of entry level and specialized technical occupations presently existing in Northeast Florida. The gathering of data from which the lists were derived was a continuing activity of the staff and members of the various advisory committees throughout Phases I and II.

The majority of the occupations given in the education and police science clusters were identified by members of the specialized advisory committee. However, the nature of the social service field and the new and emergent occupations within that field made it necessary to conduct a written survey of that cluster during Phase II.

No attempt was made by the staff or committees to interpret what was meant by various job titles or occupations. The common titles currently in use by the various community and service agencies were used, as were the job titles listed in the Dictionary of Occupational Titles.

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## Identification of Technical Occupations

## Public and Social Services

I. Positions in Social Services (Entry level and specialized positions)

Rehabilitation Technician

Director (includes the following specific job titles)

a. Project Director
b. Executive Director
c. Deputy Director
d. Administrative Director
e. Program Service Director
f. Director of Training
g. Program Services Director
h. Field Director
i. Assistant Director
j. Family Service Director
k. Director of Public Information Service
l. Director of Program Development and Evaluation
m. Director of Community Organization
n. Center Director

Coordinator (includes the following specific job titles)

a. Community Program Coordinator
b. Community Economic Consultant
c. Coordinator of Volunteer Services
d. Coordinator of Information - Referral Services
e. Career Development Coordinator
f. Volunteer Coordinator
g. Operations Manager
h. Department Heads
i. Coordinator of Social Service Clinic
j. Assistant Coordinator
k. Curriculum Coordinator
l. Family Service Coordinator
m. Head Services Coordinator
n. Assistant Family Services Coordinator
o. Chief Coordinator
p. Property Manager
q. Senior Citizens Coordinator
r. Social Clinic Coordinator
s. Youth Services Coordinator
t. Manager
u. Operations Counselor
v. Employability Development Coordinator

Recruiter/Developer (includes the following specific titles):

a. Recruiter
b. Job Developer
c. Community Group Developer
d. Interviewer

Social Work Assistant (includes case worker)

Family Service Aide

Specialist (includes the following specific job titles):

a. Family Planning Specialist
b. Manpower Specialist
c. Community Development Specialist
d. Family Service Assistant
e. Program Writer/Evaluator
f. Community Resource Mobilizer
g. Administrative Assistant
h. Social Service Specialist
i. Placement Specialist
j. Youth Specialist
k. Aging Specialist

Consumer Affairs Investigator

House Parents (includes the following specific job titles):

a. Cottage Supervisor
b. Homemaker
c. Cottage Parent

Child Care Aide

Child Care Worker

Child Care Supervisor

Counselors (includes the following specific job titles):

a. Rehabilitation Counselor (Alcoholic and Drug)
b. Psychiatric Aide
c. Outreach Worker

## Identification of Technical Occupations

## Public and Social Services

II. Positions in Education (Entry level and specialized positions)

Teacher Aide (Retardation Program)

Occupational Specialist

Parent - Educator Coordinator

Teacher Aides I & II (COP)

Teacher Assistant I & II (COP)

Teacher Associate (COP)

Teacher Intern (COP)

Lead Teacher (Includes Head Start)

Teacher (Head Start)

Education Director

Supervisor

Kindergarten Teacher

Teacher Assistant (Child Care and Kindergarten)

## Identification of Technical Occupations

## Public and Social Services

III. Positions in Police Science

Patrolman

Sergeants

Lieutenants

Correctional Officer I

Correctional Officer II & III

## CHAPTER II

## TASK ANALYSIS OF SELECTED PUBLIC AND SOCIAL SERVICE OCCUPATIONS

In this chapter, a task analysis for each technical occupation identified in Chapter I is given. Section I presents the task analysis for occupations in Social Services; Section II presents the task analysis for occupations in Education; and Section III is the task analysis for occupations in Police Science. Each section lists the occupation and its identifying code title. An (X) appearing in the column opposite the task row for a particular occupation indicates that that task is performed in the occupation.

These task lists were compiled from information and surveys conducted in Phases I and II. The original task lists were developed by task forces composed of members of the various advisory committees from job descriptions and publications available on competencies found in public and social service careers. From the original task lists, a written survey instrument was developed which could easily be completed by anyone familiar with the occupation. As agencies were identified who employed individuals in technical positions, they were contacted by a staff member, and at least one of the following methods was used to complete the survey instrument:

1. Completed by technicians supervisor.
2. Completed by technician.

3. Completed by personnel office staff.

4. Completed by project staff member from available job description information.

Where several people were employed with the same job title, an attempt was made to obtain at least three completed surveys on that occupation. In those cases, a consensus of the individuals who completed the survey was necessary before listing that task as being performed in that occupation.

## CHAPTER II

## TASK ANALYSIS

## PUBLIC AND SOCIAL SERVICES

I. Job Occupations in Social Services and Identifying Code Titles:

| Title: | Code: |
|---|---|
| Rehabilitation Technician. | 1 |
| Director | 2 |
| Coordinator | 3 |
| Recruiter/Developer. | 4 |
| Social Work Assistant | 5 |
| Family Service Aide. | 6 |
| Specialist. | 7 |
| Consumer Affairs Investigator | 8 |
| House Parent | 9 |
| Child Care Aide | .10 |
| Child Care Worker | .11 |
| Child Care Supervisor | .12 |
| Counselor | .13 |

## I. PUBLIC AND SOCIAL SERVICES

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Conduct effective interviews using accepted technique. | | X | X | X | X | X | X | X | | | | X | X |
| 2. Talk with people productively and effectively. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 3. Listen, obtain information, report behaviors obtained in interview. | X | X | X | X | X | X | X | X | | | | X | X |
| 4. Implement and/or maintain accurate records. | X | X | X | X | X | X | X | X | | X | X | X | X |
| 5. Sense the impact of one's self on the person being interviewed. | X | X | X | X | X | X | X | X | | X | | X | X |
| 6. Use forms to record observations | X | X | X | X | X | X | X | X | X | | X | X | X |
| 7. Observe behavior, emotions, social and physical characteristics of people and setting. | X | X | X | X | X | X | X | | X | X | X | X | X |
| 8. Record observations and interview data in simple, descriptive fashion. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 9. Record subjective impressions of an interview or activity. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 10. Deal with other human service professionals in various role relationships. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 11. Supervise other levels of workers. | X | X | X | | X | X | X | | | | | X | |
| 12. Organize and develop groups as a process facilitator rather than a group leader. | | X | X | X | X | X | X | | | X | X | X | X |
| 13. Lead groups. | | X | X | X | X | X | X | | | X | X | X | X |
| 14. Counsel groups (giving information, exploring alternatives to effect behavioral change). | X | X | X | X | X | X | X | | | X | X | X | X |

## I. PUBLIC AND SOCIAL SERVICES

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 15. Teach to groups. | X | X | X | X | | | X | X | | X | | | |
| 16. Counsel families. | X | | X | X | X | X | X | | | | | | X |
| 17. Coaching for new behavior patterns (give directions, persuading, practicing, supporting | X | | X | X | X | X | X | | | X | X | X | X |
| 18. Counsel persons to new behaviors and adjustment patterns (helping to explore alternatives, asking questions to lead the person to new insights, etc) | | | X | X | X | X | X | | | X | X | X | X |
| 19. Do case work. | | | | | X | | | | | | | | X |
| 20. Help persons to overcome stigmas and resistances. | X | | | X | X | X | X | | X | X | X | X | X |
| 21. Help individuals (children, adult) accept themselves and others. | X | | | X | X | X | X | | X | X | X | X | X |
| 22. Help children develop desirable attitudes toward authority. | X | | | | X | X | | | X | X | X | X | |
| 23. Help children develop acceptable table manners. | X | | | | X | X | | | X | X | X | X | |
| 24. Help children to follow directions. | X | | | | X | X | | | X | X | X | X | |
| 25. Guide children in learning to control impulses and feelings. | X | | | | | | | | X | X | X | X | |
| 26. Teach ordinary skills and knowledge to individuals (i.e. budgeting, home management, grooming). | X | | | X | X | X | | | X | X | | | |
| 27. Teach small groups (i.e. groups of welfare mothers, families of addicts, children). | X | X | | X | X | X | X | | | | | | |
| 28. Teach other staff persons. | | X | X | | | | | | | | | X | |

## I. PUBLIC AND SOCIAL SERVICES

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 29. Prepare and teach art activities (i.e. crayons, clay, paints). | | | | | X | X | | | | X | X | | |
| 30. Supervise and guide art activities (i.e. paint, collage, finger painting). | X | | | | X | X | | | | X | X | | |
| 31. Supervise and guide play activities. | | | | | X | X | | | X | X | X | | |
| 32. Supervise and guide music activities. | | | | | X | X | | | | | | | |
| 33. Provide literature experiences. | | | | | X | X | | | | | | | |
| 34. Supervise and guide science activities. | | | | | X | X | | | | | | | |
| 35. Supervise and guide nature activities. | | | | | X | X | | | | | | | |
| 36. Operate audio-visual equipment. | X | | X | X | X | X | X | | | X | X | X | X |
| 37. Consult with other workers about individuals and problems. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 38. Help workers and agencies become aware of and deal with problems they did not know they had. | | X | X | | X | X | X | | | X | X | X | X |
| 39. Participate as a member of a board or committee, use parliamentary procedures, write reports and resolutions. * | | X | X | | | | X | X | | | | | X |
| 40. Activate community resources on behalf of persons or programs, identify key leaders, and control groups. | | X | X | X | X | X | X | | | | | | X |
| 41. Assess how a community really works. | | X | X | X | X | X | X | X | | | | X | X |

* Certain agencies do not allow.

## I. PUBLIC AND SOCIAL SERVICES

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 42. Negotiate with persons and agencies. | | X | X | X | X | X | X | X | | | | | X |
| 43. Do favors, make frequent pleasant inquiries. | | X | X | X | X | X | X | | | | | | |
| 44. Attend to social protocol (write thank you letters, attending ceremonies). | | X | X | X | X | X | X | | | | | | |
| 45. Keep others informed, ask others for opinions and assistance. | | X | X | X | X | X | X | | | | | X | X |
| 46. Put things in writing, get adequate documentation. | X | X | X | X | X | X | X | X | | | | | X |
| 47. Use a critical approach in evaluating the problems of an individual or group (i.e. setting an action plan after considering alternatives). | | X | X | X | X | | X | | | X | X | X | X |
| 48. Critically evaluate the problems of a group, agency, or community, weighing alternatives and consequences. | | X | X | | | | X | | | | | X | X |
| 49. Decide what data is actually needed in gathering case data. | X | X | X | | X | X | X | X | | | | | X |
| 50. Gather statistical data. | X | | X | | X | X | X | X | | | | | |
| 51. Organize gathered data into systematic records or tables. | X | X | X | | X | X | X | X | | | | | |
| 52. Organize information into logical and clear reports for both written and oral presentation. | X | X | X | | | | X | X | | | | X | X |
| 53. Vary reports appropriately for professionals, peers or lay persons. | | X | X | | | | X | X | | | | | X |
| 54. Write project proposals and grant requests. | | X | X | | | | | | | | | | |

## I. PUBLIC AND SOCIAL SERVICES

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 55. Disseminate occupational information. | | | | X | | | | | | | | | X |
| 56. Work with community agencies, professionals, etc. to mobilize their services and competencies on behalf of clients. | | X | X | X | X | X | X | | | | | | X |
| 57. Bargain and negotiate (redefining problems, persuading, knowing and quoting laws, rules and regulations). | | X | X | X | | | X | X | | | | | |
| 58. Mobilize community resources to serve groups and classes of persons (the aged, the retarded). | | X | X | X | X | X | X | | | | | | X |
| 59. Mobilize community opinion and support (use of media, organizing campaigns). | | X | X | | | | X | | | | | | X |
| 60. Identify and serve job placements. | | | | X | | | | | | | | | X |
| 61. Obtain exceptions to rules, policies, practices when needed for individuals. | | X | X | X | X | X | | | | | | X | X |
| 62. Bring about changes in rules, regulations, policies and practices to obtain services for persons who would otherwise be excluded. | | X | X | X | | | X | | | | | X | X |
| 63. Use legal process (civil law, personal and property rights, legislative action, court action). | | X | | | | | | X | | | | | |
| 64. Recognize and evaluate the signs and symptoms of the most common illness or discomfort (i.e. heart disease, epilepsy, drug abuse). | X | | | | X | X | X | | X | X | X | X | X |

## I. PUBLIC AND SOCIAL SERVICES

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 65. Make appropriate referrals or counsel individuals and families when signs or symptoms present themselves. | | | X | | X | X | X | | X | X | X | X | X |
| 66. Identify ways children grow physically. | X | X | X | | X | X | | | X | X | X | X | |
| 67. Identify ways children grow mentally. | X | X | X | | X | X | | | X | X | X | X | |
| 68. Identify ways children grow socially. | X | X | X | | X | X | | | X | X | X | X | |
| 69. Set goals and objectives. | | X | X | | | | | | | | | X | |
| 70. Create and modify organization. | | X | X | | | | | | | | | X | |
| 71. Budget and budget management. | | X | X | | | | | | | | | X | |
| 72. Work with consumers in planning and developing programs. | | X | X | X | | X | X | X | | | | | |
| 73. Fiscal management procedures (requisitioning and purchasing procedures, inventory procedures, fiscal record keeping). | | X | X | | | X | | | | | | | |
| 74. Direct people. | | X | X | | | | | | | | X | X | |
| 75. Supervise and develop people. | | X | X | | X | | X | | | | | X | |
| 76. Evaluate performance. | X | X | X | | X | | X | | | | | X | |
| 77. Communications in organizations (i.e. formal and informal communications, written communications). | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 78. Communicate with parents of children. | X | X | X | | X | X | | | X | | | X | X |
| 79. Communicate with children at their level. | X | X | X | | X | X | | | X | X | X | X | |
| 80. Help children in removing own garments. | | | | | X | X | | | X | | X | | |

## I. PUBLIC AND SOCIAL SERVICES

| JOB ENTRY TASKS | CODE | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | |
| 81. Assist children in dressing. | | | | | X | X | | | X | | X | | |
| 82. Supervise washing hands. | | | | | X | X | | | X | | | | |
| 83. Help children prepare for mealtime. | | | | | X | X | | | X | | X | | |
| 84. Help children in toileting. | | | | | X | X | | | X | | | | |
| 85. Decide what data are needed and appropriate data gathering techniques. | X | X | X | | X | X | X | X | | | | | X |
| 86. Data gathering, analysis, and interpretation. | | X | X | | X | | X | X | | | | | |
| 87. Assist in selection and administration of standardized tests | X | | | X | | | | | | | | | |
| 88. Use test scores to make decisions. | X | | | X | | | | | | | | | |
| 89. Identify different kinds of services (i.e. child care, rehabilitation, etc.). | X | X | X | | X | X | X | | X | X | | | X |
| 90. Recognize the value of services to the individual. | X | X | X | | X | X | X | | X | X | | X | X |
| 91. Identify the opportunity for employment within the agency. | | X | X | X | X | X | X | | | | | X | X |
| 92. Administer first aid for minor accidents, cuts and bruises. | X | | | | X | X | | | X | X | X | X | |
| 93. Administer medication as directed by doctor or parents. | X | | | | X | X | | | X | | X | X | |
| 94. Supervise rest period. | X | | | | X | X | | | X | | X | | |
| 95. Remove hazardous objects from individual's presence. | X | | | | X | X | | | X | X | X | X | |
| 96. Evacuate individuals from building in case of an emergency. | X | X | X | | X | X | X | | X | X | X | X | |

## CHAPTER II

## TASK ANALYSIS

## PUBLIC AND SOCIAL SERVICES

II. Job Occupations in Education and Identifying Code Titles:

| Title: | Code: |
|---|---|
| Teacher Aide (Retardation Program) | 1 |
| Occupational Specialist | 2 |
| Parent-Educator Coordinator | 3 |
| Teacher Aide I and II (COP) | 4 |
| Teacher Assistant I and II | 5 |
| Teacher Associate (COP) | 6 |
| Teacher Intern (COP) | 7 |
| Lead Teacher (Includes Head Start) | 8 |
| Teacher (Head Start) | 9 |
| Education Director | 10 |
| Supervisor | 11 |
| Kindergarten Teacher | 12 |
| Teacher Assistant (Child Care and Kindergarten) | 13 |

## II. EDUCATION

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Conduct effective interviews using accepted technique. | | X | | | | X | X | X | | X | X | | |
| 2. Talk with people productively and effectively. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 3. Listen, obtain information, report behaviors obtained in interview. | X | X | X | | | X | X | X | | X | X | | |
| 4. Implement and/or maintain accurate records. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 5. Sense the impact of one's self on the person being interviewed. | X | X | X | | | X | X | X | X | X | X | X | |
| 6. Use forms to record observations | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 7. Observe behavior, emotions, social and physical characteristics of people and setting. | X | X | X | | | X | X | X | X | X | X | X | |
| 8. Record observations and interview data in simple, descriptive fashion. | X | X | X | X | X | X | X | X | X | X | X | | |
| 9. Record subjective impressions of an interview or activity. | X | X | X | X | X | X | X | X | | | | | |
| 10. Deal with other human service professionals in various role relationships. | X | X | X | | | | | X | X | X | X | X | |
| 11. Supervise other levels of workers. | | X | | | | | | X | X | X | X | | |
| 12. Organize and develop groups as a process facilitator rather than a group leader. | | X | | X | X | X | X | X | | X | X | X | |
| 13. Lead groups. | | X | X | | | | | X | X | X | X | | |
| 14. Counsel groups (giving information, exploring alternatives to effect behavioral change). | | X | | | | | X | X | X | X | X | | |

## II. EDUCATION

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 15. Teach to groups. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 16. Counsel families | | | X | | | | | X | X | X | X | | |
| 17. Coaching for new behavior patterns (give directions, persuading, practicing, supporting) | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 18. Counsel persons to new behaviors and adjustment patterns (helping to explore alternatives, asking questions to lead the person to new insights, etc. | | X | X | X | X | X | X | X | X | X | X | X | X |
| 19. Do case work. | | X | X | | | | | X | | | | | |
| 20. Help persons to overcome stigmas and resistances. | | X | X | X | X | X | X | X | X | X | X | X | X |
| 21. Help individual (children, adult) accept themselves and others. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 22. Help children develop desirable attitudes toward authority. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 23. Help children develop acceptable table manners. | X | | X | X | X | X | | | X | X | X | X | X |
| 24. Help children to follow directions. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 25. Guide children in learning to control impulses and feelings. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 26. Teach ordinary skills and knowledge to individuals (i.e. budgeting, home management, grooming). | | X | X | | | | | | | | | | |
| 27. Teach small groups (i.e. groups of welfare mothers, families of addicts, children). | X | X | X | | | | | X | | X | X | X | X |
| 28. Teach other staff persons. | | X | | | | | | X | | X | X | | |

## II. EDUCATION

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 29. Prepare and teach art activities (i.e. crayons, clay, paints). | | | X | X | X | X | X | X | X | X | X | X | X |
| 30. Supervise and guide art activities (i.e. paint, collage, finger painting). | X | | X | X | X | X | X | X | X | X | X | X | X |
| 31. Supervise and guide play activities. | X | | X | X | X | X | X | X | X | X | X | X | X |
| 32. Supervise and guide music activities. | X | | X | X | X | X | X | X | X | X | X | X | X |
| 33. Provide literature experiences. | X | | X | X | X | X | X | X | X | X | X | X | X |
| 34. Supervise and guide science activities. | X | | X | X | X | X | X | X | X | X | X | X | X |
| 35. Supervise and guide nature activities. | X | | X | X | X | X | X | X | X | X | X | X | X |
| 36. Operate audio-visual equipment. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 37. Consult with other workers about individuals and problems. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 38. Help workers and agencies become aware of and deal with problems they did not know they had. | | X | | X | X | X | X | X | X | X | X | | |
| 39. Participate as a member of a board or committee, use parliamentary procedures, write reports and resolutions. * | | X | | | | X | X | X | | X | | | |
| 40. Activate community resources on behalf of persons or programs, identify key leaders, and control groups. | | X | | X | X | X | X | X | X | | | | |
| 41. Assess how a community really works. | | X | X | | | | | | | | | | |

* Certain agencies do not allow

## II. EDUCATION

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 42. Negotiate with persons and agencies. | | X | | | | | | X | X | X | X | | |
| 43. Do favors, make frequent pleasant inquiries. | | X | X | X | X | X | X | X | X | X | X | X | X |
| 44. Attend to social protocol (write thank you letters, attending ceremonies). | | X | X | X | X | X | X | X | X | X | X | | |
| 45. Keep others informed, ask others for opinions and assistance. | | X | X | X | X | X | X | X | X | X | X | | |
| 46. Put things in writing, get adequate documentation. | | X | X | X | X | X | X | X | X | X | X | | |
| 47. Use a critical approach in evaluating the problems of an individual or group (i.e. setting an action plan after considering alternatives. | | X | | | | | X | X | X | X | X | X | |
| 48. Critically evaluate the problems of a group, agency, or community, weighly alternatives and consequences. | | X | | | | | | | X | X | X | | |
| 49. Decide what data is actually needed in gathering case data. | | X | | | | | | X | X | X | X | | |
| 50. Gather statistical data. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 51. Organize gathered data into systematic records or tables. | | X | | | | | | X | X | X | X | | |
| 52. Organize information into logical and clear reports for both written and oral presentation. | | X | X | | | X | X | X | X | X | X | | |
| 53. Vary reports appropriately for professionals, peers or lay persons. | | X | X | | | | | | X | X | X | | |
| 54. Write project proposals and grant requests. | | X | | | | | | | X | X | X | | |

## II. EDUCATION

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 55. Disseminate occupational information. | | X | | | | X | X | X | X | | | | |
| 56. Work with community agencies, professionals, etc. to mobilize their services and competencies on behalf of clients. | | X | | X | X | X | X | X | | X | X | | |
| 57. Bargaining and negotiating (redefining problems, persuading, knowing and quoting laws, rules, and regulations). | | X | | | | | | | | X | X | | |
| 58. Mobilize community resources to serve groups and classes of persons (the aged, the retarded) | | X | | X | X | X | X | X | X | | | | |
| 59. Mobilize community opinion and support (use of media, organizing campaigns). | | | | | | | | | | X | X | | |
| 60. Identify and serve job placements. | | X | | | | | | | | | | | |
| 61. Obtain exceptions to rules, policies, practices when needed for individuals. | | | | | | | | | | X | X | | |
| 62. Bring about changes in rules, regulations, policies, and practices to obtain services for persons who would otherwise be excluded. | | X | | | | | | | | X | X | | |
| 63. Use legal process (civil law, personal and property rights, legislative action, court action). | | | | | | | | | | | | | |
| 64. Recognize and evaluate the signs and symptoms of the most common illness or discomfort (i.e. heart disease, epilepsy, drug abuse). | | | | | | | | | | X | X | X | X |

## II. EDUCATION

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 65. Make appropriate referrals or counsel individuals and families when signs or symptoms present themselves. | | | | | | | | X | X | X | X | | |
| 66. Identify ways children grow physically. | | | | | | | X | X | X | X | X | X | X |
| 67. Identify ways children grow mentally. | | | | | | | X | X | X | X | X | X | X |
| 68. Identify ways children grow socially. | | | | | | | X | X | X | X | X | X | X |
| 69. Set goals and objectives. | | X | | | | | X | X | X | X | X | | |
| 70. Create and modify organization. | | X | | | | | | | | X | X | | |
| 71. Budget and budget management. | | X | | | | | | X | | X | X | | |
| 72. Work with consumers in planning and developing programs. | | X | | | | | | | | X | X | | |
| 73. Fiscal management procedures (requisitioning and purchasing procedures, inventory procedures, fiscal record keeping). | | X | | | | | | X | | X | X | | |
| 74. Direct people. | | X | | | | | | X | X | X | X | | |
| 75. Supervise and develop people. | | X | | | | | | X | X | X | X | | |
| 76. Evaluate performance. | X | X | X | | | | | X | X | X | X | | |
| 77. Communications in organizations (i.e. formal and informal communications, written communications). | | X | X | X | X | X | X | X | X | X | X | | |
| 78. Communicate with parents of children. | | X | X | | | X | X | X | X | X | X | X | X |
| 79. Communicate with children at their level. | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 80. Help children in removing own garments. | X | | X | X | X | X | X | X | X | X | X | X | X |

## II. EDUCATION

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 81. Assist children in dressing. | X | | X | X | X | X | X | X | X | X | X | X | X |
| 82. Supervise washing hands. | X | | X | X | X | X | X | X | X | X | X | X | X |
| 83. Help children prepare for mealtime. | X | | X | X | X | X | X | X | X | X | X | X | X |
| 84. Help children in toileting. | X | | X | X | X | X | X | X | X | X | X | X | X |
| 85. Decide what data are needed and appropriate data gathering techniques. | | X | | | | | | X | X | X | X | | |
| 86. Data gathering, analysis, and interpretation. | | X | X | | | | | | | X | X | | |
| 87. Assist in selection and administration of standardized tests. | | X | | | | | | X | X | X | | | |
| 88. Use test scores to make decisions. | | X | | | | | | X | X | X | | | |
| 89. Identify different kinds of services (i.e. child care, rehabilitation, etc.). | | X | X | X | X | X | X | X | X | | | | |
| 90. Recognize the value of services to the individual. | | X | | X | X | X | X | X | X | X | X | X | X |
| 91. Identify the opportunity for employment within the agency. | | X | | | | | | | X | X | X | X | |
| 92. Administer first aid for minor accidents, cuts and bruises. | X | | X | X | X | X | X | X | X | X | X | X | X |
| 93. Administer medication as directed by doctor or parents. | | | | | | | | | | X | X | | |
| 94. Supervise rest period. | X | | X | X | X | X | X | X | X | X | X | X | X |
| 95. Remove hazardous objects from individual's presence. | X | | X | X | X | X | X | X | X | X | X | X | X |
| 96. Evacuate individuals from building in case of an emergency. | X | | X | X | X | X | X | X | X | X | X | X | X |

## CHAPTER II

## TASK ANALYSIS

### PUBLIC AND SOCIAL SERVICES

III. Job Occupations in Police Science and Identifying Code Titles:

| Title: | Code: |
|---|---|
| Patrolman. . . . . | 1 |
| Sergeant . . . . . | 2 |
| Lieutenant . . . . . | 3 |
| Correctional Officer I . . . . . | 4 |
| Correctional Officer II and III . . . . . | 5 |

## III. POLICE SCIENCE

| JOB ENTRY TASKS | CODE 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Patrol assigned beat or post. | X | | | | |
| 2. Advise, direct, and give information to the general public. | X | X | X | X | X |
| 3. Respond to and handle emergency calls. | X | X | | | |
| 4. Enforce state laws, city and county ordinances. | X | X | X | | |
| 5. Make arrests and searches. | X | | | | |
| 6. Investigate citizens' complaints and make preliminary investigations of major crimes. | X | X | | | |
| 7. Interrogate and interview victims, complaints, witnesses, and suspects. | X | X | X | | |
| 8. Make necessary reports and records. | X | X | X | X | X |
| 9. Safeguard property. | X | X | X | X | X |
| 10. Collect, preserve, and safeguard evidence. | X | X | X | | |
| 11. Testify in court. | X | X | X | | X |
| 12. Regulate and control traffic. | X | X | | | |
| 13. Cooperate with other police units and allied agencies. | X | X | X | X | X |
| 14. Operate and care for departmental and personal equipment. | X | X | X | X | X |
| 15. Perform miscellaneous duties and provide services. | X | X | X | X | X |
| 16. Maintain a professional attitude. | X | X | X | X | X |
| 17. Perform administrative duties as required. | | X | X | | X |
| 18. Manage people. | X | X | X | X | X |

## CHAPTER III

## TASK - SKILLS/KNOWLEDGES ANALYSIS IN THE PUBLIC AND SOCIAL SERVICES FIELD

This chapter presents the skills and/or knowledges for each task listed in Chapter II. The identification of these skills and knowledges was made utilizing the following resources:

1. Consultants with expertise in the appropriate area.
2. Area specialists from Florida Junior College and the Duval County School Board.
3. Job Description information from public and social service agencies.
4. Publications on public and social service careers.

A review of the skills and knowledges was made by members of the Advisory Committee before final approval. However, the skills and knowledges listed should not be considered as final. Each listing will be updated and revised as curriculum is developed in the second year of the project.

## I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 1. Conduct effective interviews using accepted technique. | 1.1 Skill in listening, obtaining information, "reading" the feeling tones of what people say. |
| | 1.2 Skill in giving and interpreting information and appropriately responding to the feeling, tones and reactions of people in interviews. |
| | 1.3 Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 1.4 Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 1.5 Skill in organizing thought process from observations. |
| 2. Talk with people productively and effectively. | 2.1 Knowledge of various cultures and value systems. |
| | 2.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 2.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |

| I. PUBLIC AND SOCIAL SERVICES<br>TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 3. Listen, obtain information, report behaviors obtained in interviews. | 3.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.).<br>3.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity).<br>3.3 (1.5) Skill in organizing thought process from observations. |
| 4. Implement and/or maintain records. | 4.1 Knowledge of the importance and necessity of records and willingness to document events and other facts.<br>4.2 (1.5) Skill in organizing thought process from observations. |
| 5. Sense the impact of one's self on the person being interviewed. | 5.1 Basic skill in sensing areas in which one cannot relate.<br>5.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses,etc.).<br>5.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity).<br>5.4 (2.1) Knowledge of various cultures and value systems.<br>5.5 Knowledge of one's self, own abilities, personality, values and philosophies. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 6. Use forms to record observations. | 6.1 Knowledge of the importance and necessity of forms and willingness to use a prescribed format and procedure.<br>6.2 (1.5) Skill in organizing thought process from observations.<br>6.3 Skill in conceptualizing ideas and thoughts. |
| 7. Observe behavior, emotions, social and physical characteristics of people and setting. | 7.1 Knowledge of role, class, culture, and social systems.<br>7.2 Knowledge of implications of social disability for various target populations.<br>7.3 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.).<br>7.4 (1.5) Skill in organizing thought process from observations.<br>7.5 (2.1) Knowledge of various cultures and value systems.<br>7.6 Ability and willingness to maintain an objective frame of reference and not intrude one's own biases. |
| 8. Record observations and interview data in a simple descriptive fashion. | 8.1 (1.5) Skill in organizing thought process from observations. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 8.2 (6.3) Skill in conceptualizing ideas and thoughts. |
| | 8.3 Willingness to follow prescribed format and thoroughness in documenting details. |
| 9. Record subjective impressions of an interview or activity. | 9.1 Skill in being aware of what is factual and what is personal interpretation. |
| | 9.2 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies. |
| 10. Deal with other human service professionals in various role relationships. | 10.1 Knowledge of community resources; local agencies, their program and procedures. |
| | 10.2 Basic knowledge of the major professions such as medicine, psychology, public health, rehabilitation counseling, probation/parole and social work. |
| | 10.3 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 10.4 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| 11. Supervise other levels of workers. | 11.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 11.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 11.3 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies. |
| | 11.4 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 11.5 Knowledge of job structure and responsibilities. |
| | 11.6 Willingness to assume and/or delegate, where appropriate, both authority and responsibility. |
| 12. Organize and develop groups as a process facilitator rather than a group leader | 12.1 Basic knowledge of the dynamics and processes of small and large groups. |
| | 12.2 Knowledge of the varying uses of groups. |
| | 12.3 Knowledge of special group behaviors (i.e. minority, disadvantaged, and community). |
| | 12.4 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 12.5 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies. |
| | 12.6 Sufficient "ego strength" to resist impulse to take over. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 13. Lead groups. | 13.1 Knowledge of role, class, culture, and social systems.<br>13.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.).<br>13.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity).<br>13.4 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies.<br>13.5 (12.1) Basic knowledge of the dynamics and processes of small and large groups.<br>13.6 (12.2) Knowledge of the varying uses of groups.<br>13.7 (12.3) Knowledge of special group behaviors (i.e. minority, disadvantaged, and community). |
| 14. Counsel groups (giving information, exploring alternatives to effect behavioral change). | 14.1 Knowledge of role, class, culture, and social systems.<br>14.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.).<br>14.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 14.4 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies. |
| | 14.5 (12.1) Basic knowledge of the dynamics and processes of small and large groups. |
| | 14.6 (12.2) Knowledge of the varying uses of groups. |
| | 14.7 (12.3) Knowledge of special group behaviors (i.e. minority, disadvantaged, and community). |
| 15. Teach to groups. | 15.1 Basic understanding of knowledge, skills, and values as components of learning. |
| | 15.2 Basic knowledge of adult learning theory, motivation and reinforcement. |
| | 15.3 Knowledge of available learning resources (i.e. community colleges, technical schools, and extension series). |
| | 15.4 (12.1) Basic knowledge of the dynamics and processes of small and large groups. |
| | 15.5 (12.2) Knowledge of the varying uses of groups. |
| | 15.6 (12.3) Knowledge of special group behaviors, (i.e. minority, disadvantaged, and community). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 16. Counsel families. | 16.1 Knowledge of role, class, culture, and social systems. |
| | 16.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 16.3 (1.4) Basic skills in communication (i.e listening, speaking, accepting, understanding, sensitivity). |
| | 16.4 (2.1) Knowledge of and acceptance of various cultures and value systems. |
| | 16.5 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies. |
| | 16.6 Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 16.7 (12.3) Knowledge of special group behaviors (i.e. minority, disadvantaged, and community). |
| | 16.8 Knowledge of family and kinship systems. |
| | 16.9 Knowledge of basic tools of counseling, (e.g. probing and leading, Rogerian and directed techniques, etc.). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 17. Coach for new behavior patterns (give directions, persuade, practice, support). | 17.1 (7.1) Knowledge of role, class, culture, and social systems.<br>17.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive, stressful responses, etc.).<br>17.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity).<br>17.4 (2.1) Knowledge of various cultures and value systems.<br>17.5 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies.<br>17.6 (7.2) Knowledge of implications of social disability for various target populations.<br>17.7 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| 18. Counsel persons to new behaviors and adjustment patterns (helping to explore alternatives, asking questions to lead the person to new insights, etc.). | 18.1 (7.1) Knowledge of role, class, culture, and social systems.<br>18.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive, stressful responses, etc.). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 18.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 18.4 (2.1) Knowledge of various cultures and value systems. |
| | 18.5 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies. |
| | 18.6 (7.2) Knowledge of implications of social disability for various target populations. |
| | 18.7 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 18.8 Knowledge of basic tools of counseling (e.g. probing and leading, Rogerian and directed techniques, etc.). |
| 19. Do case work | 19.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 19.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 19.3 (2.1) Knowledge of various cultures and value systems. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 19.4 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies. |
| | 19.5 (7.2) Knowledge of implications of social disability for various target populations. |
| | 19.6 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 19.7 Ability/willingness to follow through and function in a persistent manner until all avenues have been developed. |
| 20. Help persons to overcome stigmas and resistances. | 20.1 (7.1) Knowledge of role, class, culture, and social systems. |
| | 20.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 20.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 20.4 (2.1) Knowledge of various cultures and value systems. |
| | 20.5 (10.1) Knowledge of community resources; local agencies, their program and procedures. |

I.PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 21. Help individuals (children, adult) accept themselves and others. | 21.1 (7.1) Knowledge of role, class, culture, and social systems.<br>21.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive, stressful responses, etc.).<br>21.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity).<br>21.4 (2.1) Knowledge of various cultures and value systems.<br>21.5 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies.<br>21.6 (9.1) Skill in being aware of what is factual and what is personal interpretation.<br>21.7 Knowledge of basic concepts of cognitive and emotional development and maturation. |
| 22. Help children develop desirable attitudes toward authority. | 22.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.).<br>22.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 22.3 (2.1) Knowledge of various cultures and value systems. |
| | 22.4 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies. |
| | 22.5 (16.6) Knowledge of concepts of personality growth and development from infancy to naturity to old age. |
| 23. Help children develop acceptable table manners. | 23.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 23.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 23.3 (2.1) Knowledge of various cultures and value systems. |
| | 23.4 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 23.5 Knowledge of acceptable table manners. |
| 24. Help children to follow directions. | 24.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 24.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 24.3 (15.1) Basic understanding of knowledge, skills, and values as components of learning. |
| | 24.4 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 24.5 Knowledge of acceptable table manners. |
| 25. Guide children in learning to control impulses and feeling feelings. | 25.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 25.2 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 25.3 Knowledge of social learning and social interaction. |
| 26. Teach ordinary skills and knowledge to individuals (i.e. budgeting, home management, grooming). | 26.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 26.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 26.3 Good working knowledge of the skill areas to be taught. |
| | 26.4 (2.1) Knowledge of various cultures and value systems. |
| | 26.5 (15.1) Basic understanding of knowledge, skills, and values as components of learning. |
| | 26.6 (15.2) Basic knowledge of adult learning theory, motivation and reinforcement. |
| | 26.7 (15.3) Knowledge of available learning resources (i.e. community colleges, technical schools, and extension series). |
| 27. Teach small groups (i.e. groups of welfare mothers, families of addicts, children). | 27.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 27.2 (2.1) Knowledge of various cultures and value systems. |
| | 27.3 (7.2) Knowledge of implications of social disability for various target populations. |
| | 27.4 (12.1) Basic knowledge of the dynamics and processes of small and large groups. |
| | 27.5 (12.3) Knowledge of special group behaviors (i.e. minority, disadvantaged, and community). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 27.6 (15.1) Basic understanding of knowledge, skills, and values as components of learning. |
| | 27.7 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 27.8 (16.8) Knowledge of family and kinship systems. |
| | 27.9 (25.3) Knowledge of social learning and social interaction. |
| 28. Teach other staff persons. | 28.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 28.2 (15.1) Basic understanding of knowledge, skills, and values as components of learning. |
| | 28.3 (15.2) Basic knowledge of adult learning theory, motivation and reinforcement. |
| | 28.4 (15.3) Knowledge of available learning resources (i.e. community colleges, technical schools. and extension series). |
| | 28.5 Knowledge of skills required by other staff persons for effective performance. |
| | 28.6 Understanding of organizational mission and objective. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 29. Prepare and teach art activities (i.e. crayons, clay, paints). | 29.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 29.2 (15.1) Basic understanding of knowledge, skills, and values as components of learning. |
| | 29.3 Basic knowledge of the creative arts and uses of the types of medium used. |
| | 29.4 Skill in the various techniques in the arts. |
| 30. Supervise and guide art activities (i. e. paint, collage, finger painting). | 30.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive, stressful responses, etc. |
| | 30.2 (15.1) Basic understanding of knowledge, skills, and values as components of learning. |
| | 30.3 (29.3) Basic knowledge of the creative arts and uses of the types of medium used. |
| | 30.4 (29.4) Skill in the various techniques in the arts. |
| 31. Supervise and guide play activities. | 31.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 31.2 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 31.3 Basic knowledge of the theories of the use of play with individuals. |
| | 31.4 Knowledge of recreational games and their uses. |
| 32. Supervise and guide music activities. | 32.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 32.2 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 32.3 Basic knowledge of music theory, types of music. |
| | 32.4 Skill in the area of music activities (i.e. playing an instrument, singing, leading singing groups). |
| 33. Provide literature experiences. | 33.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 33.2 (15.1) Basic understanding of knowledge, skills and values as components of learning. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 33.3 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 33.4 Knowledge of the theories of guided and directed reading. |
| | 33.5 Knowledge of literature for various age and levels and their uses. |
| 34. Supervise and guide science activities. | 34.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 34.2 (15.1) Basic understanding of knowledge, skills, and values as components of learning. |
| | 34.3 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 34.4 Knowledge of the science field (i.e. chemistry, biology, zoology). |
| | 34.5 Skill in creating science projects and activities directed at certain age ranges. |
| 35. Supervise and guide nature activities. | 35.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 35.2 (15.1) Basic understanding of knowledge, skills, and values as components of learning. |
| | 35.3 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 35.4 Knowledge of areas related to nature (i.e. birds, wildlife, plants, ecology). |
| 36. Operate audio-visual equipment. | 36.1 Knowledge of the various types of audio-visual aides. |
| | 36.2 Skill in using and operating audio-visual equipment. |
| 37. Consult with other workers about individuals and problems. | 37.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 37.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 37.3 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 37.4 (10.2) Basic knowledge of the major professions such as medicine, psychology, public health, rehabilitation counseling, probation/parole and social work. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 38. Help workers and agencies become aware of and deal with problems they did not know they had. | 38.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 38.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 38.3 (9.1) Skill in being aware of what is factual and what is personal interpretation. |
| | 38.4 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 38.5 (10.2) Basic knowledge of the major professions such as medicine, psychology, public health, rehabilitation counseling, probation/parole and social work. |
| | 38.6 Knowledge of state, local, and federal laws and actions related to the field of social services. |
| | 38.7 Knowledge of the realistic problems confronting agencies and staff in social services field. |
| | 38.8 Skill in articulating implications of various courses of action and in anticipating consequences (i.e. familiarity with principles of systems and network analysis. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 39. Participate as a member of a board or committee, use parliamentary procedures, write reports and resolutions. | 39.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 39.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 39.3 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 39.4 (10.2) Basic knowledge of the major professions such as medicine, psychology, public health, rehabilitation counseling, probation/parole and social work. |
| | 39.5 Knowledge of parliamentary procedures. |
| | 39.6 Skill in writing and articulating organized ideas and information. |
| 40. Activate community resources on behalf of persons or programs, identify key leaders, and control groups. | 40.1 (7.1) Knowledge of role, class, culture, and social systems. |
| | 40.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 40.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 40.4 (2.1) Knowledge of various cultures and value systems. |
| | 40.5 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 40.6 (10.2) Basic knowledge of the major professions such as medicine, psychology, public health, rehabilitation counseling, probation/parole and social work. |
| | 40.7 (12.1) Basic knowledge of the dynamics and processes of small and large groups. |
| | 40.8 Knowledge of target groups and how to reach them. |
| 41. Assess how a community really works. | 41.1 (7.1) Knowledge of role, class, culture, and social systems. |
| | 41.2 Knowledge of local institutions, agencies, laws, and social structure. |
| | 41.3 (2.1) Knowledge of various cultures and value systems. |
| | 41.4 Knowledge of rural/urban settings and characteristics applicable to each. |
| 42. Negotiate with persons and agencies. | 42.1 (7.1) Knowledge of role, class, culture, and social systems. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 42.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 42.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 42.4 (2.1) Knowledge of various cultures and value systems. |
| | 42.5 (7.2) Knowledge of implications of social disability for various target populations. |
| | 42.6 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 42.7 (10.2) Basic knowledge of the major professions such as medicine, psychology, public health, rehabilitation counseling, probation/parole and social work. |
| | 42.8 Knowledge of basic negotiating strategies and tactics. |
| | 42.9 Ability to appear forceful or conciliatory as required (i.e. skill in acting). |
| 43. Do favors, make frequent pleasant inquiries. | 43.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 43.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 43.3 Knowledge of timing in relation to when to do this (i.e. public relations). |
| 44. Attend to social protocol (write thank you letters, attend ceremonies). | 44.1 (7.1) Knowledge of role, class, culture, and social systems. |
| | 44.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 44.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 44.4 (43.3) Knowledge of timing in relation to when to do this (i.e.public relations). |
| | 44.5 Knowledge of proper etiquette in relation to these areas. |
| 45. Keep others informed, ask others for opinions and assistance. | 45.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 45.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 45.3 (43.3) Knowledge of timing in relation to when to do this (i.e. public relations). |
| | 45.4 Skill in letter writing and communication through written media. |
| | 45.5 Knowledge of the chain of command and communications network in the organization. |
| 46. Put things in writing, get adequate documentation. | 46.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 46.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 46.3 (43.3) Knowledge of timing in relation to when to do this (i.e. public relations). |
| | 46.4 (45.4) Skill in letter writing and communication through written media. |
| | 46.5 Knowledge of analyzing, interpreting, and presenting data for the purpose of documentation. |
| | 46.6 Willingness (ability to follow through... attention to detail). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 47. Use a critical approach in evaluating the problems of an individual or group. (i.e. setting an action plan after considering alternatives). | 47.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful respones, etc.).<br>47.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity).<br>47.3 (7.2) Knowledge of implications of social disability for various target populations.<br>47.4 (9.1) Skill in being aware of what is factual and what is personal interpretation.<br>47.5 (10.1) Knowledge of community resources; local agencies, their program and procedures.<br>47.6 Knowledge of basic planning and analytic procedures (i.e. problem definition, resource identification, etc.). |
| 48. Critically evaluate the problems of a group, agency, or community, weighing alternatives and consequences. | 48.1 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity).<br>48.2 (7.2) Knowledge of implications of social disability for various target populations.<br>48.3 (10.1) Knowledge of community resources; local agencies, their program and procedures. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 48.4 (10.2) Basic knowledge of the major professions such as medicine, psychology, public health, rehabilitation, counseling, probation/parole and social work. |
| | 48.5 (40.8) Knowledge of target groups and how to reach them. |
| | 48.6 Knowledge of basic planning and analytic procedures.(i.e. problem definition, resource identification, etc.). |
| 49. Decide what data is actually needed in gathering case data. | 49.1 (1.5) Skill in organizing thought process from observations. |
| | 49.2 (6.3) Skill in conceptualizing ideas and thoughts. |
| | 49.3 (46.5) Knowledge of analyzing, interpreting, and presenting data for the purpose of documentation. |
| | 49.4 Knowledge of the purposes of data and records. |
| | 49.5 Knowledge of the basic functions, goals, and structures of the social services field. |
| 50. Gather statistical data. | 50.1 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 50.2 (1.5) Skill in organizing thought process from observations. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 50.3 (6.1) Knowledge of one's self, own abilities, personality, values and philosophies. |
| | 50.4 (9.1) Skill in being aware of what is factual and what is personal interpretation. |
| 51. Organize gathered data into systematic records or tables. | 51.1 (46.5) Knowledge of analyzing, interpreting, and presenting data for the purpose of documentation. |
| | 51.2 (49.4) Knowledge of the purposes of data and records. |
| | 51.3 Knowledge of simple questionnaires and surveys (i.e. how to design and use them). |
| | 51.4 Knowledge of how to relate data collection to the goal. |
| | 51.5 Knowledge of data monitoring and processing techniques. |
| | 51.6 Knowledge of the development and use of tables. |
| 52. Organize information into logical and clear reports for both written and oral presentation. | 52.1 (1.5) Skill in organizing thought process from observations. |
| | 52.2 (6.3) Skill in conceptualizing ideas and thoughts. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 52.3 (45.4) Skill in letter writing and communication through written media. |
| | 52.4 Skill in oral presentations (i.e. public speaking). |
| 53. Vary reports appropriately for professionals, peers, or lay persons. | 53.1 (1.5) Skill in organizing thought process from observations. |
| | 53.2 (6.3) Skill in conceptualizing ideas and thoughts. |
| | 53.3 (10.2) Basic knowledge of the major professions such as medicine, psychology, public health, rehabilitation counseling, probation/parole and social work. |
| | 53.4 (45.4) Skill in letter writing and communication through written media. |
| | 53.5 Knowledge and skill in writing in non-technical terms. |
| | 53.6 Skill in writing and articulating organized ideas and information. |
| 54. Write project proposals and grant requests. | 54.1 (1.5) Skill in organizing thought process from observations. |
| | 54.2 (6.3) Skill in conceptualizing ideas and thoughts. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 54.3 (10.2) Basic knowledge of the major professions such as medicine, psychology, public health, rehabilitation counseling, probation/parole and social work. |
| | 54.4 (40.8) Knowledge of target groups and how to reach them. |
| | 54.5 (41.2) Knowledge of local institutions, agencies, laws, and social structure. |
| | 54.6 Knowledge of analyzing, interpreting, and presenting data for the purpose of documentation. (46.5) |
| | 54.7 (49.4) Knowledge of the purposes of data and records. |
| | 54.8 (45.4) Skill in letter writing and communication through written media. |
| | 54.9 Knowledge of the format for presenting grant proposals, including regulations necessary to meet requirements. |
| 55. Disseminate occupational information. | 55.1 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 55.2 Knowledge of various occupations and career opportunities available. |
| | 55.3 Knowledge of local media and how to use them. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 56. Work with community agencies, professionals, etc. to mobilize their services and competencies on behalf of clients. | 56.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.).<br>56.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity).<br>56.3 (10.1) Knowledge of community resources; local agencies, their program and procedures.<br>56.4 (10.2) Basic knowledge of the major professions such as medicine, psychology, public health, rehabilitation counseling, probation/parole and social work.<br>56.5 (40.8) Knowledge of target groups and how to reach them.<br>56.6 (41.2) Knowledge of local institutions, agencies, laws, and social structure.<br>56.7 Knowledge of community intervention and planning. |
| 57. Bargain and negotiate (redefine problems, persuade, know and quote laws, rules, and regulations). | 57.1 (7.1) Knowledge of role, class, culture, and social system.<br>57.2 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 57.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 57.4 (7.2) Knowledge of implications of social disability for various target populations. |
| | 57.5 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 57.6 (10.2) Basic knowledge of the major professions such as medicine, psychology, public health, rehabilitation counseling, probation/parole and social work. |
| | 57.7 Knowledge of community structure. |
| | 57.8 (56.7) Knowledge of community intervention and planning. |
| | 57.9 Knowledge of basic negotiating strategies and tactics. |
| | 57.10 Ability to appear forceful or conciliatory as required (i.e. skill in acting). |
| 58. Mobilize community resources to serve groups and classes of persons (the aged, the retarded.). | 58.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 58.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 58.3 (2.1) Knowledge of various cultures and value systems. |
| | 58.4 (7.2) Knowledge of implications of social disability for various target populations. |
| | 58.5 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 58.6 (10.2) Basic knowledge of the major professions such as medicine, psychology, public health, rehabilitation counseling, probation/parole and social work. |
| | 58.7 (56.7) Knowledge of community intervention and planning. |
| | 58.8 (57.7) Knowledge of community structure. |
| 59. Mobilize community opinion and support (use of media, organizing campaigns). | 59.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 59.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 59.3 Knowledge of what is of public interest and human interest approaches. |
| | 59.4 Basic knowledge of how the major media work. |
| | 59.5 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 59.6 (40.8) Knowledge of target groups and how to reach them. |
| 60. Identify and serve job placements. | 60.1 Knowledge of employment opportunities at the local and state level. |
| | 60.2 (1.2) Skill in giving and interpreting information and appropriately responding to the feeling, tones and reactions of people in interviews. |
| | 60.3 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| 61. Obtain exceptions to rules, policies, practices when needed for individuals. | 61.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 61.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 61.3 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 61.4 (38.6) Knowledge of state, local, and federal laws and actions related to the field of social services. |
| | 61.5 (38.7) Knowledge of the realistic problems confronting agencies and staff in social services field. |
| | 61.6 (41.2) Knowledge of local institutions, agencies, laws, and social structure. |
| | 61.7 (43.3) Knowledge of timing in relation to when to do this (i.e. public relations). |
| | 61.8 Knowledge of the legislative and public administrative process. |
| 62. Bring about changes in rules, regulations, policies and practices to obtain services for persons who would otherwise be excluded. | 62.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 62.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 62.3 (10.1) Knowledge of community resources; local agencies, their program and procedures. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 62.4 (38.6) Knowledge of state, local, and federal laws and actions related to the field of social services. |
| | 62.5 (38.7) Knowledge of the realistic problems confronting agencies and staff in social services field. |
| | 62.6 (40.8) Knowledge of target groups and how to reach them. |
| | 62.7 (41.2) Knowledge of local institutions, agencies, laws, and social structure. |
| | 62.8 (61.8) Knowledge of the legislative and public administrative process. |
| 63. Use legal process (civil law, personal and property rights, legislative action, court action). | 63.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 63.2 (38.6) Knowledge of state, local, and federal laws and actions related to the field of social services. |
| | 63.3 (41.2) Knowledge of local institutions, agencies, laws, and social structure. |
| | 63.4 (61.8) Knowledge of the legislative and public administrative process. |
| | 63.5 Knowledge of the proper procedures in the legal process. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 64. Recognize and evaluate the signs and symptoms of the most common illness or discomfort (i.e. heart disease, epilepsy, drug abuse). | 64.1 Knowledge of the symptoms of common illness and disease.<br>64.2 Basic understanding of the physiological makeup of human beings.<br>64.3 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| 65. Make appropriate referrals or counsel individuals and families when signs or symptoms present themselves. | 65.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.).<br>65.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity).<br>65.3 (10.1) Knowledge of community resources; local agencies, their program and procedures.<br>65.4 (64.1) Knowledge of the symptoms of common illness and disease.<br>65.5 (64.2) Basic understanding of the physiological makeup of human beings. |
| 66. Identify ways children grow physically. | 66.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 66.2 Knowledge of child development in relation to the child's physical development and progress. |
| | 66.3 (64.2) Basic understanding of the physiological makeup of human beings. |
| 67. Identify ways children grow mentally. | 67.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 67.2 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 67.3 Knowledge of child development in relation to the child's mental growth. |
| 68. Identify ways children grow socially. | 68.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 68.2 (7.2) Knowledge of implications of social disability for various target populations. |
| | 68.3 (12.3) Knowledge of special group behaviors (i.e. minority, disadvantaged, and community). |
| | 68.4 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 68.5 Knowledge of role, class, culture, and social systems. |
| | 68.6 (25.3) Knowledge of social learning and social interaction. |
| 69. Set goals and objectives. | 69.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 69.2 Knowledge of organizational structures, functioning, and behavior. |
| | 69.3 Knowledge of what are goals and objectives. |
| | 69.4 (40.8) Knowledge of target groups and how to reach them. |
| | 69.5 Knowledge of the chain of command and communications network in the organization. |
| 70. Create and modify organization. | 70.1 Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 70.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 70.3 (69.2) Knowledge of organizational structures, functioning, and behavior. |
| | 70.4 Knowledge in the process, stages and theories of organizational change as well as behavioral change. |
| 71. Budget and budget management. | 71.1 (69.2) Knowledge of organizational structures, functioning, and behavior. |
| | 71.2 Knowledge of the theories and approaches to budgeting. |
| | 71.3 Knowledge of and skill in planning for the coordination. |
| | 71.4 Knowledge of financial reporting and record keeping. |
| 72. Work with consumers in planning and developing programs. | 72.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 72.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 72.3 (7.2) Knowledge of implications of social disability for various target populations. |
| | 72.4 (10.1) Knowledge of community resources; local agencies, their program and procedures. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 72.5 (40.8) Knowledge of target groups and how to reach them. |
| | 72.6 (69.2) Knowledge of organizational structures, functioning, and behavior. |
| 73. Fiscal management procedures (requisitioning and purchasing procedures, inventory procedures, fiscal record keeping). | 73.1 (69.2) Knowledge of organizational structures, functioning, and behavior. |
| | 73.2 (71.2) Knowledge of the theories and approaches to budgeting. |
| | 73.3 (71.4) Knowledge of financial reporting and record keeping. |
| | 73.4 Knowledge of developing administrative fiscal procedures. |
| 74. Direct people. | 74.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 74.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 74.3 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies. |
| | 74.4 (11.5) Knowledge of job responsibilities and delegation of these. |

I.PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 74.5 (7.1) Knowledge of role, class, culture, and social system. |
| | 74.6 Knowledge of basic negotiating strategies and tactics. |
| | 74.7 Ability to appear forceful or conciliatory as required (i.e. skill in acting). |
| 75. Supervise and develop people. | 75.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 75.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 75.3 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies. |
| | 75.4 (11.5) Knowledge of job responsibilities and delegation of these. |
| | 75.5 (15.1) Basic understanding of knowledge, skills, and values as components of learning. |
| | 75.6 (15.2) Basic knowledge of adult learning theory, motivation and reinforcement. |
| | 75.7 (15.3) Knowledge of available learning resources (i.e. community colleges, technical schools, and extension series). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 76.7 Knowledge of job expectations in relation to output and performance. |
| 77. Communications in organizations (i.e. formal and informal communications, written communications). | 77.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 77.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 77.3 (69.2) Knowledge of organizational structures, functioning, and behavior. |
| | 77.4 Knowledge of various forms of communications and their various uses and effectiveness (memos, letters, phone calls, meetings). |
| | 77.5 Knowledge of the values of both informal and formal communication. |
| 78. Communicate with parents of children. | 78.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 78.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 78.3 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |

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| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 78.4 (16.8) Knowledge of family and kinship systems. |
| | 78.5 Knowledge of role, class, culture and social systems.(7.1) |
| 79. Communicate with children at their level. | 79.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 79.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 79.3 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 79.4 (16.8) Knowledge of family and kinship systems. |
| | 79.5 (7.1) Knowledge of role, class, culture and social systems. |
| 80. Help children in removing own garments. | 80.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 80.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |

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I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 80.3 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| 81. Assist children in dressing. | 81.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.).<br>81.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity).<br>81.3 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| 82. Supervise washing hands. | 82.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.).<br>82.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity).<br>82.3 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| 83. Help children prepare for mealtime. | 83.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 83.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 83.3 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| 84. Help children in toileting. | 84.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc). |
| | 84.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| | 84.3 (16.6) Knowledge of concepts of personality growth and development from infancy to maturity to old age. |
| | 84.4 (66.2) Knowledge of child development in relation to the child's physical development and progress. |
| | 84.5 (67.3) Knowledge of child development in relation to the child's mental growth. |
| 85. Decide what data are needed and appropriate data gathering techniques. | 85.1 (46.5) Knowledge of analyzing, interpreting, and presenting data for the purpose of documentation. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 85.2 (49.4) Knowledge of the purposes of data and records. |
| | 85.3 (51.3) Knowledge of simple questionnaires and surveys. (i.e. how to design and use them). |
| | 85.4 (51.4) Knowledge of how to relate data collection to the goal. |
| 86. Data gathering, analysis, and interpretation. | 86.1 (46.5) Knowledge of analyzing, interpreting, and presenting data for the purpose of documentation. |
| | 86.2 (49.4) Knowledge of the purposes of data and records. |
| | 86.3 (51.3) Knowledge of simple questionnaires and surveys. (i.e. how to design and use them). |
| | 86.4 (51.4) Knowledge of how to relate data collection to the goal. |
| | 86.5 (51.5) Knowledge of data monitoring and processing techniques. |
| | 86.6 (51.6) Knowledge of the development and use of tables. |
| | 86.7 Knowledge of how to analyze and interpret data. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 90.2 (5.5) Knowledge of one's self, own abilities, personality, values and philosophies. |
| | 90.3 (7.2) Knowledge of implications of social disability for various target populations. |
| | 90.4 (10.1) Knowledge of community resources; local agencies, their program and procedures. |
| | 90.5 (12.3) Knowledge of special group behaviors (i.e. minority, disadvantaged, and community). |
| | 90.6 (40,8) Knowledge of target groups and how to reach them. |
| 91. Identify the opportunity for employment within the agency. | 91.1 (69.2) Knowledge of organizational structures, functioning, and behavior. |
| | 91.2 (70.4) Knowledge in the process, stages and theories of organizational change as well as behavioral change. |
| 92. Administer first aid for minor accidents, cuts and bruises. | 92.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 92.2 (64.2) Basic understanding of the physiological makeup of human beings. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 92.3 Knowledge of basic first aid procedures and use of equipment. |
| 93. Administer medication as directed by doctor or parents. | 93.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 93.2 (64.2) Basic understanding of the physiological makeup of human beings. |
| | 93.3 (92.3) Knowledge of basic first aid procedures and use of equipment. |
| | 93.4 Knowledge of precise measuring and needs for accuracy in administering medicines. |
| 94. Supervise rest period. | 94.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 94.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity). |
| 95. Remove hazardous objects from building in case of an emergency. | 95.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.). |
| | 95.2 Knowledge of what is hazardous to specific individuals or group situations. |

I. PUBLIC AND SOCIAL SERVICES

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 96. Evacuate individuals from building in case of an emergency. | 96.1 (1.3) Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsive stressful responses, etc.).<br>96.2 (1.4) Basic skills in communication (i.e. listening, speaking, accepting, understanding, sensitivity).<br>96.3 Knowledge of behavior under stress.<br>96.4 Skills in giving precise, accurate directions firmly. |

## II. POLICE SCIENCE

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 1. Patrol assigned beat or post. | 1.1 Knowledge of and skill in care and operation of departmental equipment. |
| | 1.2 Knowledge of and skill in care and operation of departmental vehicles. |
| | 1.3 Knowledge of city and county ordinances. |
| | 1.4 Knowledge of penal code. |
| | 1.5 Knowledge of departmental rules and regulations. |
| | 1.6 Knowledge of general and special orders. |
| | 1.7 Knowledge of discipline and deportment. |
| | 1.8 Knowledge of principles of beat patrol and observations. |
| | 1.9 Knowledge of human relations. |
| | 1.10 Knowledge of public relations. |
| | 1.11 Knowledge of geography of the city, district, and beat. |
| | 1.12 Knowledge of and skill in techniques of arrest, search, and seizure. |
| | 1.13 Knowledge of law of arrest, search, and seizure. |
| | 1.14 Knowledge of and skill in military drill. |
| | 1.15 Knowledge of and skill in gymnasium and calisthenics. |

II. POLICE SCIENCE

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 1.16 Knowledge of and skill in defensive driving. |
| 2. Advise, direct, and give information to the general public. | 2.1 Knowledge of geography of the city, district, and beat.<br>2.2 Knowledge of departmental procedures in handling juveniles and lost children.<br>2.3 Knowledge of location and use of emergency health and medical facilities.<br>2.4 (1.9) Knowledge of human relations.<br>2.5 (1.10) Knowledge of and skill in public relations. |
| 3. Respond to and handle emergency calls. | 3.1 (1.11) Knowledge of geography of the city, district, and beat.<br>3.2 (1.12) Knowledge of and skill in care and operation of departmental equipment.<br>3.3 (1.3) Knowledge of city and county ordinances.<br>3.4 (1.4) Knowledge of penal code.<br>3.5 (1.13) Knowledge of law of arrest, search and seizure.<br>3.6 Knowledge of and skill in first aid.<br>3.7 Knowledge of and skill in life saving. |

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## II. POLICE SCIENCE

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 3.8 Knowledge of departmental procedures and police duties in handling catastrophes, disasters, and fires. |
| | 3.9 (2.2) Knowledge of departmental procedure in handling juveniles and lost children. |
| | 3.10 Knowledge of departmental procedure in handling sick, injured, and insane. |
| | 3.11 Knowledge of and skill in self defense. |
| | 3.12 Knowledge of and skill in use of firearms. |
| | 3.13 Knowledge of traffic law. |
| | 3.14 Knowledge of city and county traffic ordinances. |
| | 3.15 Knowledge of traffic accident procedures. |
| | 3.16 (1.15) Knowledge of and skill in gymnasium and calisthenics. |
| 4. Enforce state laws, city and county ordinances. | 4.1 (1.3) Knowledge of city and county ordinances. |
| | 4.2 (1.13) Knowledge of laws of arrest, search, and seizure. |
| | 4.3 Knowledge of law of evidence. |
| | 4.4 Knowledge of criminal procedure. |

## II. POLICE SCIENCE

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 4.5 Knowledge of philosophy of law enforcement. |
| | 4.6 Knowledge of civil rights (guarantees). |
| | 4.7 (3.11) Knowledge of and skill in self defense. |
| | 4.8 (3.12) Knowledge of and skill in use of firearms. |
| | 4.9 Knowledge of juvenile law. |
| | 4.10 (3.13) Knowledge of traffic law. |
| 5. Make arrests and searches. | 5.1 (1.4) Knowledge of penal code. |
| | 5.2 (1.3) Knowledge of city and county ordinances. |
| | 5.3 (4.6) Knowledge of civl rights (guarantees). |
| | 5.4 (1.12) Knowledge of and skill in techniques of arrest, search, and seizure. |
| | 5.5 Knowledge of departmental procedure in the transportation of prisoners. |
| | 5.6 Knowledge of departmental procedure in stopping suspicious vehicles. |
| | 5.7 (1.5) Knowledge of departmental rules and regulations. |

## II. POLICE SCIENCE

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 5.8 (1.13) Knowledge of law of arrest, search, and seizure. |
| | 5.9 (4.3) Knowledge of law of evidence. |
| | 5.10 (3.12) Knowledge of and skill in use of firearms. |
| | 5.11 (3.11) Knowledge of and skill in self defense. |
| | 5.12 (1.15) Knowledge of and skill in gymnasium and calisthenics. |
| 6. Investigate citizen's complaints and make preliminary investigations of major crimes. | 6.1 (1.4) Knowledge of penal code. |
| | 6.2 (1.3) Knowledge of city and county ordinances. |
| | 6.3 (1.13) Knowledge of laws of evidence, arrest, search, and seizure. |
| | 6.4 (4.6) Knowledge of civil rights (guarantees). |
| | 6.5 Knowledge of departmental procedures relating to civil complaints, domestic complaints, mental illness, dog bite cases, ambulance reports, trespass complaints, prowler complaints, drunk and drunk driving complaints, and the like. |

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 6.6 Knowledge of and skill in conducting preliminary investigations of auto thefts, burglaries, robberies, assaults, rapes, and other sex cases. |
| | 6.7 Knowledge of and skill in crime scene protection and investigation. |
| | 6.8 Knowledge of and skill in collection and preservation of physical evidence. |
| | 6.9 Knowledge of crime laboratory services. |
| | 6.10 Knowledge of basic principles and skill in scientific investigation techniques. |
| | 6.11 Knowledge of and skill in use of departmental records and forms. |
| | 6.12 Skill in report writing. |
| | 6.13 Knowledge of and skill in conducting field interrogations. |
| | 6.14 Knowledge of and skill in conducting general interrogations and interviews. |
| 7. Interrogate and interview victims, complaints, witnesses, and suspects. | 7.1 (4.6) Knowledge of civil rights (guarantees). |
| | 7.2 Knowledge of departmental procedure in taking statements, admissions, and confessions. |
| | 7.3 Knowledge of and skill in field note-taking. |

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 7.4 (6.11) Knowledge of and skill in departmental records and forms. |
| | 7.5 (6.12) Skill in report writing. |
| | 7.6 (1.5) Knowledge of departmental rules and regulations. |
| | 7.7 (1.4) Knowledge of penal code. |
| | 7.8 (6.14) Knowledge of and skill in conducting general interrogations and interviews. |
| 8. Make necessary reports and records. | 8.1 Knowledge of organization and functions of the police records division. |
| | 8.2 (1.5) Knowledge of departmental rules and regulations. |
| | 8.3 (6.11) Knowledge of and skill in departmental reports, records, and forms. |
| | 8.4 Knowledge of basic records procedures. |
| | 8.5 (7.3) Knowledge of and skill in field notetaking and in writing reports. |
| 9. Safeguarding property. | 9.1 Knowledge of organization and function of the police property section. |
| | 9.2 Knowledge of departmental procedures in handling lost, stolen, and recovered property. |

II. POLICE SCIENCE

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 9.3 Knowledge of departmental procedure in handling prisoner's property. |
| | 9.5 (13.8) Knowledge of departmental procedures and of police duties at catastrophes, disasters, and fires. |
| | 9.6 Knowledge of departmental procedure in protecting property at scenes of crimes, public gatherings, and recreational facilities. |
| 10. Collect, preserve, and safeguard evidence. | 10.1 Knowledge of patrolman's duties at crime scenes. |
| | 10.2 (6.8) Knowledge of and skill in collection and preservation of physical evidence. |
| | 10.3 (6.10) Knowledge of basic principles of and skill in scientific investigation techniques. |
| | 10.4 (1.13) Knowledge of laws of evidence, arrest, search, and seizure. |
| | 10.5 Knowledge of principles of criminal identification. |
| | 10.6 Knowledge of principles of criminal investigation. |
| 11. Testify in court. | 11.1 Knowledge of organization of state and local courts. |

## II. POLICE SCIENCE

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 11.2 Knowledge of organization and functions of the coroner's office. |
| | 11.3 (1.5) Knowledge of departmental rules and regulations. |
| | 11.4 (4.4) Knowledge of criminal procedure. |
| | 11.5 Knowledge of jurisdiction and venue. |
| | 11.6 (4.3) Knowledge of law of evidence. |
| | 11.7 Knowledge of court demeanor and testimony. |
| 12. Regulate and control traffic. | 12.1 Knowledge of general traffic procedure. |
| | 12.2 Knowledge of philosophy of traffic law enforcement. |
| | 12.3 Knowledge of departmental procedure in handling traffic violators and traffic summonses. |
| | 12.4 Knowledge of and skill in traffic accident investigations. |
| | 12.5 Knowledge of and skill in traffic direction and control. |
| | 12.6 Knowledge of traffic engineering. |
| | 12.7 Knowledge of traffic safety education. |

II. POLICE SCIENCE

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 12.8 Knowledge of scientific techniques for drunk driving control. |
| | 12.9 (3.13) Knowledge of traffic law. |
| 13. Cooperate with other police units and allied agencies. | 13.1 Knowledge of criminal justice agencies and principal areas of cooperation. |
| | 13.2 Knowledge of local criminal justice agencies and principal areas of cooperation. |
| | 13.3 Knowledge of state criminal justice agencies and principal areas of cooperation. |
| | 13.4 Knowledge of organization and administration of the city government, police department, and of local allied agencies. |
| 14. Operate and care for departmental and personal equipment. | 14.1 Knowledge of and skill in care and operation of departmental equipment, vehicles, emergency equipment, and weapons. |
| | 14.2 (1.5) Knowledge of departmental rules and regulations. |
| | 14.3 (3.13) Knowledge of traffic law. |
| | 14.4 (9.1) Knowledge of organization and functions of the police property section. |

## II. POLICE SCIENCE

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 14.5 Knowledge of departmental procedure in purchasing equipment. |
| 15. Perform miscellaneous duties and provide services. | 15.1 Knowledge and skill in handling of bombs and explosives.<br>15.2 Knowledge of police procedures in emergencies, and disasters, procedures in handling strikes, mobs, racial disturbances, and the like.<br>15.3 Knowledge of election duties.<br>15.4 Knowledge of licensing bicycles and taxicabs. |
| 16. Maintain a professional attitude. | 16.1 Knowledge of history of law enforcement.<br>16.2 (4.8) Knowledge of philosophy of law enforcement.<br>16.3 Knowledge of career opportunities in law enforcement.<br>16.4 Knowledge of law enforcement as a profession.<br>16.5 Knowledge of police ethics.<br>16.6 (4.6) Knowledge of civil rights (guarantees). |

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| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| | 16.7 (1.5) Knowledge of departmental rules and regulations. |
| | 16.8 Knowledge of civil service rules and regulations. |
| | 16.9 (1.7) Knowledge of discipline and deportment. |
| | 16.10 Knowledge of professional police associations. |
| | 16.11 Knowledge of professional police publications. |
| | 16.12 Knowledge of police education programs. |
| | 16.13 (1.9) Knowledge of human relations. |
| | 16.14 (1.10) Knowledge of public relations. |
| 17. Perform administrative duties as required. | 17.1 (13.4) Knowledge of organization and administration of the city government, police department, and of local allied agencies. |
| | 17.2 Knowledge of budgets and budget management. |
| | 17.3 Knowledge of financial reporting and record keeping. |
| | 17.4 Knowledge of developing administrative fiscal procedures. |

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II. POLICE SCIENCE

| TASKS | SKILLS/KNOWLEDGES |
|---|---|
| 18. Manage people. | 18.1 Knowledge of common personality patterns and behaviors (passivity, aggressiveness, compulsiveness, etc.). |
| | 18.2 Basic skill in communications (i.e. listening, speaking, understanding). |
| | 18.3 Knowledge of one's self, own abilities, personality, values and philosophies. |
| | 18.4 Knowledge of job responsibilities, and delegation of work to other staff. |
| | 18.5 Knowledge of job expectations in relation to output and performance. |
| | 18.6 Knowledge of various forms of communication and their various uses and effectiveness (memos, letters, phone calls, meetings). |

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## CHAPTER IV

## NUMBER OF PRESENT AND ANTICIPATED EMPLOYEES IN PUBLIC AND SOCIAL SERVICE OCCUPATIONS

This chapter presents a breakdown of the number of present and anticipated employees for the selected occupations identified in Chapter I. The data from which these tables were developed was a continuing process of the staff throughout Phases I and II.

The majority of data was compiled through the use of two written surveys. The first survey was mailed to (94) ninety-four public and social service agencies in Northeast Florida. The responses to that survey and the follow-up are given in the introductory section. The second survey was mailed to (500) five hundred child care and kindergarten centers in Duval County, and this response is also given in the introductory section. A confidential supplementary report, not to be released publicly, gives the names of the agencies and their responses. This report will be part of the final project report.

## NUMBER OF PRESENT AND ANTICIPATED EMPLOYEES

### PUBLIC AND SOCIAL SERVICE OCCUPATIONS

| | Position Identification | Number of Current Employees | New Employees Anticipated 12 Months |
|---|---|---|---|
| | **Social Services** | | |
| 1. | Rehabilitation Technician | 2 | 0 |
| 2. | Director | 61 | 4 |
| 3. | Coordinator | 35 | 4 |
| 4. | Recruiter/Developer | 15 | 2 |
| 5. | Social Work Assistant | 31 | 1 |
| 6. | Family Service Aide | 31 | 0 |
| 7. | Specialist | 32 | 2 |
| 8. | Consumer Affairs Investigator | 4 | 0 |
| 9. | House Parent | 31 | 2 |
| 10. | Child Care Aide | 12 | 1 |
| 11. | Child Care Worker | 76 | 8 |
| 12. | Child Care Supervisor | 16 | 1 |
| 13. | Counselor | 32 | 14 |
| | TOTAL | 378 | 39 |

## NUMBER OF PRESENT AND ANTICIPATED EMPLOYEES

### PUBLIC AND SOCIAL SERVICE OCCUPATIONS

| | Position Identification | Number of Current Employees | New Employees Anticipated 12 Months |
|---|---|---|---|
| | **Education** | | |
| 1. | Teacher Aide (Retardation program) | 6 | 1 |
| 2. | Occupational Specialist | 8 | 8 |
| 3. | Parent - Educator Coordinator | 4 | 0 |
| 4. | Teacher Aide I and II (COP) | 66 | 0 |
| 5. | Teacher Assistant I and II (COP) | 67 | 0 |
| 6. | Teacher Associate (COP) | 33 | 3 |
| 7. | Teacher Intern (COP) | 10 | 5 |
| 8. | Lead Teacher (includes Head Start) | 43 | 0 |
| 9. | Teacher (Head Start) | 24 | 0 |
| 10. | Education Director | 22 | 2 |
| 11. | Supervisor | 93 | 6 |
| 12. | Kindergarten Teacher | 227 | 31 |
| 13. | Teacher Assistant (Child Care and Kindergarten) | 166 | 24 |
| | TOTAL | 769 | 80 |

## NUMBER OF PRESENT AND ANTICIPATED EMPLOYEES

### PUBLIC AND SOCIAL SERVICE OCCUPATIONS

| | Position Identification | Number of Current Employees | New Employees Anticipated 12 Months |
|---|---|---|---|
| | **Police Science** | | |
| 1. | Patrolman (including highway) | 638 | 24 |
| 2. | Lieutenant | 37 | 0 |
| 3. | Sergeant | 96 | 0 |
| 4. | Correctional Officer I | 133 | 25 |
| 5. | Correctional Officer II and III | 48 | 0 |
| | TOTAL | 952 | 49 |

# CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of the Project Staff as they relate to the Public and Social Services Area of technical education.

This chapter did not appear in the original summary report due to the fact that sufficient time was not available to review the findings with each of the Special Area Advisory Committee members. The staff also felt that feedback and recommendations from the Joint Planning Committee and the General Advisory Committee would be beneficial information to have before any summaries were written.

Therefore, the comments included in this section represent the opinions of individuals with expertise in the Public and Social Services Area who have reviewed all available data. Such opinions should not be considered final or mutually exclusive of other judgments in that they are only presented here as a summary of the Project Staff's findings.

# CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

In curriculum design and development it is crucial that the focus be on the future so that students are educated and trained for the world of work as it is when they enter it . . . . not necessarily, as it is today. Thus, educational planners must anticipate, predict, and second guess the economy and society of tomorrow.

Society through the first half of this century has been dominated by the results of the industrial and technological revolutions. However, this dominance is steadily giving way to the effects of a kind of social evolution aimed at improving the quality of life for all Americans and at meeting national goals which have a distinctly humanistic, rather than technocratic, flavor. Provision of public and social services is clearly at the heart of this trend. Hence, decreasing the gap between the potentialities of modern public and social services knowhow and the availability of such services to all Americans is an important objective. Meeting this objective depends, in turn, on the availability of trained man-power to fill the increasing demand for social welfare, education, police and fire protection and related public services.

The demand for public and social services in Northeast Florida is certainly as urgent as anywhere in the United States. In some ways, it may be greater because of the frequent sharp contrasts in living conditions between those

families who are part of the economic and social main stream and those who are just now acquiring the job skills and related capabilities to enter it.

But designing an educational curriculum merely to serve the immediate geographical region would, in itself, be naive and reflect social and life-style conditions which are presently rushing into obsolescence. The enormous and accelerating mobility of our population means that we must plan education on a more generalized base. This certainly reinforces the need for a vastly increased emphasis on education and training for public and social services occupations.

There are, in addition, specific developments which support that a high priority be placed on designing pre-tech curricula for social services, education, and police science occupations. These are briefly outlined below:

1. Social Services

There has been a dramatic reversal in the last generation with respect to the entire structure of the social services delivery system. The era has ended of the social worker who descended from the more privileged classes to "do services" in the slums and backwaters of society. Today, an effective social/community worker is one with intimate knowledge of the people and conditions involved and who can "relate" to the target population.

Moreover, the concept of social services has been vastly enlarged to encompass community action, renewal, improvement and a general revitalization of participation in social

processes by everyone involved. Thus, even if curricula existed at the appropriate grade levels, they would be in need of sweeping revisions in terms of the philosophy expressed and skills taught.

2. Education

Public education is engaged, right now, in a full-scale self assessment and re-evaluation of who and what it is and is supposed to accomplish. Out of this is emerging a very different view of education tomorrow. It is a view which suggests a shift away from the "all purpose" teacher in the closed classroom to one of "learning manager" who assembles and distributes educational resources to highly mobile and largely self-directed students. In this latter case, there will emerge a great need for the educational technician who operates and maintains these resources.

Furthermore, the current redirection of the educational enterprise is likely to result in the more precise identification of the various objectives and functions of this enterprise and their separation into recognizable components. Thus, the child care or "baby sitting" aspects of the system will probably be separated from the socialization functions which will also be distinguished from the teaching of basic skills or the enrichment of aesthetic facalties. This break-up of a former monolith into sub-systems will obviously contribute to the emergence of a variety of paraeducational roles filled by technical specialists.

3. Police Science

The very term "police science" carries the germ of change. Coupled with the enormous and swift changes which have occured in the kinds of skills required by police officers, is the gradual development of a new image for policemen. This new image is based on the fact that the police officer is becoming a trouble shooter in the area of social and personal hostility and discontent rather than a mere collector of its products in the form of victims and offendors.

In assuming this new role, the police officer, furthermore, is making use of a host of newly acquired skills from information science to forensic medicine to familiarity with group dynamics, personality theory, and social interaction. The need for curriculum materials which will prepare today's youth . . . both male and female . . . for the many separate specialties which will result over the next decade is clearly of the highest priority.